

## Clio Elementary/Middle

2635 Highway 9 East  
Clio, SC 29525

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	299 Students	
<b>Principal</b>	Diane Grant	843-586-9391
<b>Superintendent</b>	Dr. David A. Sherbine	843-479-4016
<b>Board Chair</b>	Mr. Ronald B. Henegan	843-479-7838

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	17	71	38

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Below Average	No

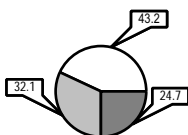
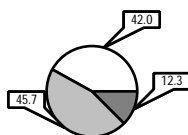
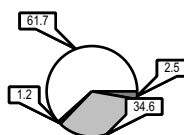
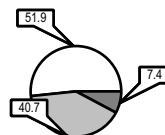
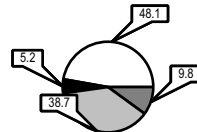
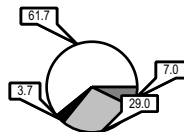
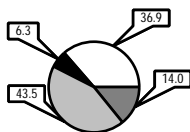
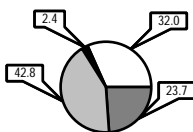
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	171	95.3	42.4	40.5	17.1	0.0	22.8	No	Yes
<b>Gender</b>									
Male	96	94.8	49.4	38.2	12.4	0.0	16.9	N/A	N/A
Female	75	96.0	33.3	43.5	23.2	0.0	30.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	16	100.0	35.7	35.7	28.6	0.0	42.9	I/S	I/S
African American	149	94.6	42.8	41.3	15.9	0.0	21.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	149	99.3	42.0	39.2	18.9	0.0	24.5	N/A	N/A
Disabled	22	68.2	46.7	53.3	0.0	0.0	6.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	95.3	42.4	40.5	17.1	0.0	22.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	95.3	42.0	40.8	17.2	0.0	22.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	156	94.9	44.8	40.6	14.7	0.0	20.3	No	Yes
Full-pay meals	15	100.0	20.0	40.0	40.0	0.0	46.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	171	94.7	26.9	54.5	16.0	2.6	30.8	Yes	Yes
<b>Gender</b>									
Male	96	95.8	23.6	58.4	15.7	2.2	28.1	N/A	N/A
Female	75	93.3	31.3	49.3	16.4	3.0	34.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	16	100.0	21.4	42.9	28.6	7.1	42.9	I/S	I/S
African American	149	94.0	26.5	56.6	15.4	1.5	30.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	149	100.0	25.2	54.5	17.5	2.8	33.6	N/A	N/A
Disabled	22	59.1	46.2	53.8	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	94.7	26.9	54.5	16.0	2.6	30.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	94.7	26.5	54.8	16.1	2.6	31.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	156	94.9	28.9	52.8	15.5	2.8	30.3	Yes	Yes
Full-pay meals	15	93.3	7.1	71.4	21.4	0.0	35.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	171	100.0	61.8	35.2	2.4	0.6	3.0
<b>Gender</b>							
Male	96	100.0	61.3	35.5	3.2	0.0	3.2
Female	75	100.0	62.5	34.7	1.4	1.4	2.8
<b>Racial/Ethnic Group</b>							
White	16	100.0	28.6	64.3	7.1	0.0	7.1
African American	149	100.0	64.8	32.4	2.1	0.7	2.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	149	100.0	58.0	38.5	2.8	0.7	3.5
Disabled	22	100.0	86.4	13.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	61.8	35.2	2.4	0.6	3.0
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	100.0	61.6	35.4	2.4	0.6	3.0
<b>Socio-Economic Status</b>							
Subsidized meals	156	100.0	64.0	32.7	2.7	0.7	3.3
Full-pay meals	15	100.0	40.0	60.0	0.0	0.0	0.0

<b>Social Studies</b>							
All Students	171	100.0	57.6	38.8	3.6	0.0	3.6
<b>Gender</b>							
Male	96	100.0	53.8	43.0	3.2	0.0	3.2
Female	75	100.0	62.5	33.3	4.2	0.0	4.2
<b>Racial/Ethnic Group</b>							
White	16	100.0	42.9	35.7	21.4	0.0	21.4
African American	149	100.0	58.6	39.3	2.1	0.0	2.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	149	100.0	55.9	40.6	3.5	0.0	3.5
Disabled	22	100.0	68.2	27.3	4.5	0.0	4.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	57.6	38.8	3.6	0.0	3.6
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	170	100.0	57.3	39.0	3.7	0.0	3.7
<b>Socio-Economic Status</b>							
Subsidized meals	156	100.0	60.7	35.3	4.0	0.0	4.0
Full-pay meals	15	100.0	26.7	73.3	0.0	0.0	0.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	<i>Grade</i>	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2005</b>	3	30	96.7	33.3	37.5	25.0	4.2	29.2
	4	29	100.0	42.9	46.4	10.7	0.0	10.7
	5	38	100.0	45.9	48.6	5.4	0.0	5.4
	6	23	100.0	57.9	26.3	15.8	0.0	15.8
	7	36	100.0	45.5	36.4	18.2	0.0	18.2
	8	20	100.0	60.0	25.0	15.0	0.0	15.0
<b>2006</b>	3	29	93.1	36.0	32.0	32.0	0.0	32.0
	4	26	100.0	46.2	30.8	23.1	0.0	23.1
	5	28	100.0	46.4	32.1	21.4	0.0	21.4
	6	33	93.9	36.7	60.0	3.3	0.0	3.3
	7	22	95.5	45.0	40.0	15.0	0.0	15.0
	8	33	90.9	44.8	44.8	10.3	0.0	10.3
<b>Mathematics</b>								
<b>2005</b>	3	30	100.0	56.0	36.0	4.0	4.0	8.0
	4	29	100.0	42.9	32.1	21.4	3.6	25.0
	5	38	100.0	56.8	43.2	0.0	0.0	0.0
	6	23	100.0	10.5	52.6	36.8	0.0	36.8
	7	36	100.0	42.4	39.4	9.1	9.1	18.2
	8	20	100.0	65.0	25.0	10.0	0.0	10.0
<b>2006</b>	3	29	93.1	36.0	48.0	16.0	0.0	16.0
	4	26	100.0	50.0	38.5	11.5	0.0	11.5
	5	28	100.0	39.3	50.0	10.7	0.0	10.7
	6	33	97.0	3.3	70.0	23.3	3.3	26.7
	7	22	90.9	5.3	57.9	21.1	15.8	36.8
	8	33	87.9	25.0	60.7	14.3	0.0	14.3
<b>Science</b>								
<b>2005</b>	3	30	100.0	76.0	24.0	0.0	0.0	0.0
	4	29	100.0	67.9	17.9	14.3	0.0	14.3
	5	38	100.0	73.0	27.0	0.0	0.0	0.0
	6	23	100.0	57.9	31.6	5.3	5.3	10.5
	7	36	100.0	63.6	27.3	6.1	3.0	9.1
	8	20	100.0	60.0	35.0	5.0	0.0	5.0
<b>2006</b>	3	29	100.0	66.7	33.3	0.0	0.0	0.0
	4	26	100.0	61.5	38.5	0.0	0.0	0.0
	5	28	100.0	57.1	32.1	7.1	3.6	10.7
	6	33	100.0	61.3	35.5	3.2	0.0	3.2
	7	22	100.0	57.1	38.1	4.8	0.0	4.8
	8	33	100.0	65.6	34.4	0.0	0.0	0.0
<b>Social Studies</b>								
<b>2005</b>	3	30	100.0	28.0	64.0	8.0	0.0	8.0
	4	29	100.0	46.4	39.3	14.3	0.0	14.3
	5	38	100.0	59.5	40.5	0.0	0.0	0.0
	6	23	100.0	63.2	31.6	5.3	0.0	5.3
	7	36	100.0	69.7	24.2	0.0	6.1	6.1
	8	20	100.0	55.0	40.0	5.0	0.0	5.0
<b>2006</b>	3	29	100.0	63.0	37.0	0.0	0.0	0.0
	4	26	100.0	30.8	50.0	19.2	0.0	19.2
	5	28	100.0	60.7	35.7	3.6	0.0	3.6
	6	33	100.0	58.1	41.9	0.0	0.0	0.0
	7	22	100.0	76.2	23.8	0.0	0.0	0.0
	8	33	100.0	59.4	40.6	0.0	0.0	0.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 299)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 90.3%	100.0%	100.0%
Retention rate	6.9%	Up from 5.0%	4.0%	2.8%
Attendance rate	95.9%	Up from 95.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Down from 5.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%	Up from 4.0%	0.0%	0.0%
Eligible for gifted and talented	5.1%	Down from 8.3%	3.6%	10.4%
On academic plans	72.9%	N/AV	49.0%	33.6%
On academic probation	63.2%	N/AV	2.2%	1.0%
With disabilities other than speech	3.9%	Down from 5.5%	7.2%	7.5%
Older than usual for grade	6.8%	Up from 5.9%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 24)</b>				
Teachers with advanced degrees	66.7%	Down from 72.7%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	36.4%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.8%	0.0%
Teachers returning from previous year	93.5%	Down from 94.9%	83.1%	87.3%
Teacher attendance rate	94.8%	Down from 94.9%	94.6%	94.9%
Average teacher salary	\$42,282	Up 1.5%	\$41,394	\$42,485
Prof. development days/teacher	19.5 days	Up from 8.5 days	14.7 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 12.1 to 1	16.3 to 1	18.6 to 1
Prime instructional time	86.5%	Down from 88.1%	88.3%	89.7%
Dollars spent per pupil*	\$8,728	Up 13.5%	\$7,897	\$6,557
Percent of expenditures for teacher salaries*	57.7%	Down from 61.7%	59.9%	64.0%
Percent of expenditures for instruction*	64.5%		68.0%	69.1%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	94.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Excellent	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	20.7%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Clio Elementary Middle School is a Title I school that serves 288 students in grades Pre-K through 8th. The school is an integral part of the Marlboro County School District and has increased its community base of support. The faculty, staff, and parents have worked this year to build a strong learning community that maintains high expectations for students, staff, and stakeholders.

The school has established several new business partners this year, bringing the total to eleven: Clio Police Department, First Citizens Bank, Herald Office Systems, I Have A Dream Foundation, Pacific MDF, Piedmont Cheerwine Bottling Co., Pop's Diner, Progressive Energy, Rockwell Automation, Sandra S. Bundy Realtor, and Southeast Farm Equipment Co.

Through the school's Adopt-A-Class Program, each grade level has been adopted by an area church that lends support to grade level students and teachers. These churches include St. Peters AME Zion, St. Matthews Missionary Baptist, New Zion AME, Ebenezer Missionary Baptist, Reedy Branch Missionary Baptist, St. Michaels Hope Ministries, Trinity United Methodist, Asbury United Methodist, Mt. Tabor Missionary Baptist, and Sandy Grove Missionary Baptist.

The CEMS staff concentrates on teaching the state content standards using the America's Choice Design for School Reform based on current research-based best practices for instruction. The school also implements the Accelerated Reading and Math Programs and places strong emphasis on reading readiness in the primary grades. Among other disaggregated data, Measures of Academic Progress (MAP) scores are analyzed to monitor student progress and to guide classroom instruction.

Numerous accomplishments have been celebrated this year, including the following: 139 students (grades 2-8) met MAP target growth in one or more areas; over 60 students met it in two or three areas; two support staff earned college degrees; one staff member earned 30 hours above Masters Degree. In addition, the school received a grant for new band instruments, reinstated the middle school baseball team, received 20 new laptop computers, upgraded to a state-of-the-art computer lab, received a commendable review by Pee Dee Hub of SC Readiness Assessment, and approved Technology Curriculum Coach and Math Coach positions for the 2006-2007 school year

The CEMS staff is highly trained, experienced, and committed to leading and facilitating the continued growth and development of all students. The staff also anticipates a promising and successful 2006-2007 school year as parents and community members continue to support the school.

Jack Swann, Jr., Interim Principal  
Natasha Sprattling, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	19	29	23
Percent satisfied with learning environment	63.2%	82.8%	47.8%
Percent satisfied with social and physical environment	55.6%	72.4%	34.8%
Percent satisfied with school-home relations	63.2%	89.7%	65.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.